

# New York State District Report Card Comprehensive Information Report

BEDS Code: 27-01-00-01-0000  
 Name: Amsterdam City School District  
 Superintendent: Ronald E. Limoncelli

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	241	258	264
First	246	258	259
Second	264	238	261
Third	262	265	247
Fourth	256	250	254
Fifth	249	260	256
Sixth	287	276	298
Ungraded Elementary	129	137	115
Seventh	295	305	286
Eighth	284	286	318
Ninth	357	389	396
Tenth	299	298	300
Eleventh	279	291	282
Twelfth	268	229	246
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3716	3740	3782

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	17	0.5%	18	0.5%	25	0.7%
Black (Not Hispanic)	100	2.7%	116	3.1%	125	3.3%
Hispanic	888	23.9%	910	24.3%	1021	27.0%
White (Not Hispanic)	2711	73.0%	2696	72.1%	2611	69.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	20	20
Common Branch	19	19	19
English Grade 8	20	21	20
Mathematics Grade 8	23	21	25
Science Grade 8	21	20	22
Social Studies Grade 8	21	20	23
English Grade 10	22	20	22
Mathematics Grade 10	21	18	19
Science Grade 10	22	19	23
Social Studies Grade 10	20	19	19

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

**Student Demographics Used To Determine Similar Schools Group**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	162	4.4%	132	3.5%	192	5.1%
<b>Eligible for Free Lunch</b>	990	26.6%	1087	29.1%	1325	35.0%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		92.5%		91.9%		92.4%
<b>Student Suspensions</b>	292	8.0%	431	11.6%	206	5.5%

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	6.1%	5.6%	7.1%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	312
Total Other Professional Staff	38
Total Paraprofessionals	85
Teaching Out of Certification*	3

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	0	0	0%	218	218	100%	270	214	79%
Students with Disabilities	0	0	0%	35	35	100%	19	4	21%
All Students	0	0	0%	253	253	100%	289	218	75%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	76	177	7	11	12	6
Percent	26%	61%	2%	4%	4%	2%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
19	4	10	29

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	67		99		84	6.4%
	Entered GED Program*	6		19		11	0.8%
	Total Noncompleters	73		118		95	7.2%
<b>Students with Disabilities</b>	Dropped Out	0		13		19	9.8%
	Entered GED Program*	0		5		1	0.5%
	Total Noncompleters	0		18		20	10.3%
<b>All Students</b>	Dropped Out	67	5.6%	112	9.3%	103	6.8%
	Entered GED Program*	6	0.5%	24	2.0%	12	0.8%
	Total Noncompleters	73	6.1%	136	11.3%	115	7.6%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	245	224	258
	Number of Students with Disabilities	40	54	59
	Number of All Students	285	278	317
	Percent of Enrollment	32%	31%	34%
9-12	Number of General-Education Students	0	0	286
	Number of Students with Disabilities	0	0	36
	Number of All Students	0	0	322
	Percent of Enrollment	0%	0%	26%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	1	#
Italian	0	0%	0	0%	0	0%
Latin	37	95%	0	0%	32	78%
Spanish	181	75%	0	0%	199	72%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	5	100%	6	17%
Science	4	#	3	#	14	57%
Reading	2	#	5	80%	2	#
Writing	1	#	4	#	4	#
Global Studies	1	#	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	63%	47	66%	49	59%
Science	20	75%	34	65%	47	55%
Reading	6	67%	20	70%	15	67%
Writing	3	#	20	90%	19	95%
Global Studies	5	80%	11	55%	12	25%
U.S. Hist & Gov't	2	#	10	50%	5	20%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	228	259	224	16	23	28
Number Scoring 55-100	203	230	206	8	12	19
Number Scoring 65-100	171	189	186	3	5	9
Number Scoring 85-100	80	67	79	1	0	1
Percentage of Tested Scoring 55-100	89%	89%	92%	50%	52%	68%
Percentage of Tested Scoring 65-100	75%	73%	83%	19%	22%	32%
Percentage of Tested Scoring 85-100	35%	26%	35%	6%	0%	4%
<b>Mathematics A</b>						
Number Tested	28	285	279	0	26	26
Number Scoring 55-100	26	206	269	0	7	22
Number Scoring 65-100	25	160	237	0	6	18
Number Scoring 85-100	23	22	55	0	1	0
Percentage of Tested Scoring 55-100	93%	72%	96%	0%	27%	85%
Percentage of Tested Scoring 65-100	89%	56%	85%	0%	23%	69%
Percentage of Tested Scoring 85-100	82%	8%	20%	0%	4%	0%
<b>Mathematics B</b>						
Number Tested	0	23	98	0	0	1
Number Scoring 55-100	0	22	86	0	0	#
Number Scoring 65-100	0	21	69	0	0	#
Number Scoring 85-100	0	6	14	0	0	#
Percentage of Tested Scoring 55-100	0%	96%	88%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	91%	70%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	26%	14%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	254	270	252	24	34	33
Number Scoring 55-100	234	235	221	19	22	20
Number Scoring 65-100	197	214	192	7	18	12
Number Scoring 85-100	57	63	71	2	1	1
Percentage of Tested Scoring 55-100	92%	87%	88%	79%	65%	61%
Percentage of Tested Scoring 65-100	78%	79%	76%	29%	53%	36%
Percentage of Tested Scoring 85-100	22%	23%	28%	8%	3%	3%
<b>U.S. History and Government</b>						
Number Tested	224	247	225	13	23	27
Number Scoring 55-100	208	232	214	7	18	23
Number Scoring 65-100	174	211	197	3	13	17
Number Scoring 85-100	69	102	93	1	0	4
Percentage of Tested Scoring 55-100	93%	94%	95%	54%	78%	85%
Percentage of Tested Scoring 65-100	78%	85%	88%	23%	57%	63%
Percentage of Tested Scoring 85-100	31%	41%	41%	8%	0%	15%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	260	211	227	16	34	13
Number Scoring 55-100	254	195	205	14	23	7
Number Scoring 65-100	239	177	181	13	13	4
Number Scoring 85-100	24	19	22	0	0	0
Percentage of Tested Scoring 55-100	98%	92%	90%	88%	68%	54%
Percentage of Tested Scoring 65-100	92%	84%	80%	81%	38%	31%
Percentage of Tested Scoring 85-100	9%	9%	10%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	166	240	212	13	24	19
Number Scoring 55-100	148	218	189	10	17	13
Number Scoring 65-100	127	187	166	7	13	10
Number Scoring 85-100	48	48	62	0	2	2
Percentage of Tested Scoring 55-100	89%	91%	89%	77%	71%	68%
Percentage of Tested Scoring 65-100	77%	78%	78%	54%	54%	53%
Percentage of Tested Scoring 85-100	29%	20%	29%	0%	8%	11%
<b>Physical Setting/Chemistry</b>						
Number Tested	126	144	102	1	2	2
Number Scoring 55-100	114	126	92	#	#	#
Number Scoring 65-100	92	82	60	#	#	#
Number Scoring 85-100	8	11	2	#	#	#
Percentage of Tested Scoring 55-100	90%	88%	90%	#	#	#
Percentage of Tested Scoring 65-100	73%	57%	59%	#	#	#
Percentage of Tested Scoring 85-100	6%	8%	2%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			53			1
Number Scoring 55-100			52			#
Number Scoring 65-100			49			#
Number Scoring 85-100			15			#
Percentage of Tested Scoring 55-100			98%			#
Percentage of Tested Scoring 65-100			92%			#
Percentage of Tested Scoring 85-100			28%			#

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	123	111	120	1	4	5
Number Scoring 55-100	123	110	118	#	#	4
Number Scoring 65-100	120	110	117	#	#	4
Number Scoring 85-100	66	70	63	#	#	4
Percentage of Tested Scoring 55-100	100%	99%	98%	#	#	80%
Percentage of Tested Scoring 65-100	98%	99%	97%	#	#	80%
Percentage of Tested Scoring 85-100	54%	63%	53%	#	#	80%
<b>Comprehensive Latin</b>						
Number Tested	11	32	32	0	0	0
Number Scoring 55-100	11	32	32	0	0	0
Number Scoring 65-100	11	32	31	0	0	0
Number Scoring 85-100	4	22	12	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	36%	69%	38%	0%	0%	0%

(Form – H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	106	84	0	1	1	0
Number Scoring 55-100	94	81	0	#	#	0
Number Scoring 65-100	88	75	0	#	#	0
Number Scoring 85-100	40	16	0	#	#	0
Percentage of Tested Scoring 55-100	89%	96%	0%	#	#	0%
Percentage of Tested Scoring 65-100	83%	89%	0%	#	#	0%
Percentage of Tested Scoring 85-100	38%	19%	0%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	44	100%	48	98%	40	98%
Students with Disabilities	2	#	6	83%	8	88%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	233	9%	8%	60%	23%
	Students with Disabilities	54	37%	30%	31%	2%
	All Students	287	14%	12%	55%	19%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	262	7%	52%	35%	7%
	Students with Disabilities	54	41%	52%	7%	0%
	All Students	316	13%	52%	30%	6%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

## 2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	271	271	271	51	51	51	322	322	322
Number Scoring 55–64	7	2	4	3	4	3	10	6	7
Number Scoring 65–84	103	69	109	14	8	13	117	77	122
Number Scoring 85–100	54	76	58	0	3	2	54	79	60
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			43			10
Beginning (0-18)			5			0
Intermediate (19-31)			9			4
Advanced (32-36)			21			3
Proficient (37-39)			8			3
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			43			10
Beginning (0-14)			19			4
Intermediate (15-24)			11			4
Advanced (25-32)			9			1
Proficient (33-35)			4			1
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			47			19
Beginning (0-18)			2			2
Intermediate (19-31)			10			2
Advanced (32-36)			15			7
Proficient (37-39)			20			8
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			47			19
Beginning (0-14)			27			13
Intermediate (15-24)			14			5
Advanced (25-32)			4			1
Proficient (33-35)			2			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			23			5
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			6			0
Proficient (37-39)			13			5
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			23			5
Beginning (0-14)			4			1
Intermediate (15-24)			10			2
Advanced (25-32)			8			2
Proficient (33-35)			1			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			36			6
Beginning (0-18)			2			0
Intermediate (19-31)			4			0
Advanced (32-36)			15			3
Proficient (37-39)			15			3
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			36			6
Beginning (0-14)			7			2
Intermediate (15-24)			19			4
Advanced (25-32)			8			0
Proficient (33-35)			2			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			25			1
Beginning (0-18)			3			#
Intermediate (19-31)			5			#
Advanced (32-36)			10			#
Proficient (37-39)			7			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			23			1
Beginning (0-14)			7			#
Intermediate (15-24)			7			#
Advanced (25-32)			8			#
Proficient (33-35)			1			#

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)